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ABSTRACT

The report details the third-year evaluation of a transitional bilingual education project at Chester W. Nimitz Middle School in Huntington Park, California. The Family/School Partnership Project is designed to assist limited English proficient students in mastering English skills to transition to regular classroom activities by integrating current language research, the state curriculum framework, and computer technology in a nonthreatening learning environment. The instructional program focuses on four areas: English and native language proficiency; mathematics, science, and social science; cultural heritage education; and self-esteem building. The report outlines specific objectives in each of these areas and statistical data on the program's success in meeting them. Supporting documentation, including samples of student work, is appended. (MSE)

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Evaluation

of

The Family/School Partnership Project

OBEMLA Grant Award Number T003A40298-97

Year III-1996-97

submitted to

Chester W. Nimitz Middle School
A California Distinguished School
Los Angeles Unified School District



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Division of Educational Support Services
Los Angeles County Office of Education
Downey, California

December 1997

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Preface

This document is to serve as the evaluation of the third year of the Title VII Family/School Partnership Program at the Chester W. Nimitz Middle School of the Los Angeles Unified School District.

The external evaluators felt that it is important to begin this report by congratulating the principal, staff, teachers, students, and parents of Nimitz School on their selection as a 1996 California Distinguished School. This honor is bestowed on only five to ten percent of the schools in California each year, and indicates that Nimitz is in the forefront of the reform movement in California.

In the photograph below, Delaine Eastin, State Superintendent of public instruction, (on the right) is presenting a plaque to Guadalupe Simpson, principal (second from right), and to Virginia Gomez, student body president (second from left).



Commendations

The evaluators commend:

- The principal and staff of the project school for the friendly and hospitable manner in which they received the visiting study team members.
- The expertise and sincere dedication of the teachers to the students' well-being and achievement in classes for Limited English Proficient (LEP) students.
- The students and teachers for the warm and friendly manner in which they welcomed the evaluators to their classrooms.
- The principal, Title VII director, resource specialist, and district personnel for the leadership and support that they have provided to the program.
- The principal, Title VII director, resource specialist, and teachers who, through a variety of approaches, have increased parent participation in the education of their children.
- The parents of the project children for the variety of ways in which they have volunteered their services to the program.
- The project staff who exhibited initiative in attending conferences and college courses for professional growth.

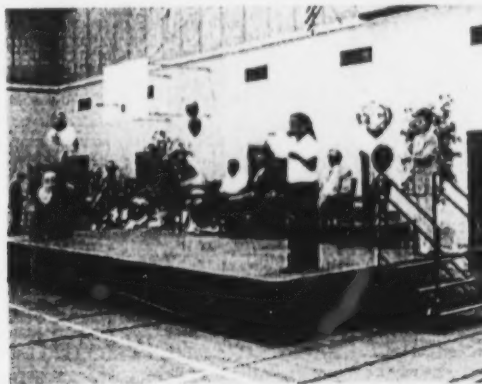


Figure 1. Project student speaking at the Nimitz Title VII Assembly

Finally, the evaluation team commends the following LACOE personnel for their important contributions to this report; commendations go to: Sherri Allmer for her initial word processing of major portions of this report; Merlyn Madrigal, Dr. Kester's secretary, for the completion of the word processing, scanning of the graphics, and finalizing this entire report; and Will Santos for his analyses of data, the results of which are presented in numerous tables.

INTRODUCTION

Chester W. Nimitz Middle School, a school in Huntington Park, California and in the Los Angeles Unified School District, is a grantee under the Department of Education Bilingual Education Program CFDA 84.0003A Bilingual Education Program: Program of Transitional Bilingual Education. With a student population of 3,500 and 2,400 on campus during any given track, the school is one of the largest year round schools in the nation.

Chester W. Nimitz Middle School has just completed its third year of this three year transitional education project funded by Title VII of the Improving America's Schools Act (IASA) of the U.S. Department of Education. The project, known as the Family/School Partnership Project, is a bilingual middle school project designed to assist Limited English Proficient (LEP) students in mastering skills to transition to regular classroom activities. The focus is to provide an integrated approach to learning utilizing current language research, the State of California Curriculum Frameworks, and Computer Technology. The project is part of the overall school effort to facilitate the development of learning skills for the school community, both students and parents. The primary goal of the project is to maximize the students' learning potential by providing a non-threatening supportive educational environment. The instructional program is designed to focus on four areas of concern. Those are:

- English and Native Language Proficiency
- Mathematics and Science/Social Studies
- Cultural Heritage Education
- Self-Esteem Building

The goals and objectives of the proposal are reflective of the student, teacher, and parent needs for improvement. The training of teachers and parents continues to be viewed as critical to the overall success of the project. Thus, the training activities focus on instructional strategies that will ensure a high quality educational program for students.

It is expected that all 3,500 students of Nimitz Middle School will benefit in a variety of ways by the project. However, the focus has been to service those teachers, students, and parents who are directly involved in the project. Chester W. Nimitz Middle School is committed to the development of life-long learning skills and facilitating the student's development to his/her maximum potential. The school believes that the parent, as the child's first teacher, should be involved in the learning process. Consequently, the project effectively prepares students for a successful experience in gaining life-long learning skills.



Figure 2. Musical performance at the Title VII Assembly

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EVALUATION PLAN

The Title VII regulations call for an ongoing evaluation of funded projects. In complying with the regulations, the project director contracted with the Los Angeles County Office of Education (LACOE) to conduct the program evaluation.

The evaluation team from LACOE met with the school's principal and bilingual program administrator, as well as the project director and members of her staff to become familiar with the project, review the program goals and objectives, and elicit from the staff questions related to the program that they would want answered. Following this meeting an Evaluation Plan for Year I was developed by the evaluators. As the program evolved over the three years of the grant, an Evaluation Plan was created for each year.

The Evaluation Plans called for both formative and summative evaluations. The formative (interim) evaluation was designed to provide decision-makers with information during the course of the program.

It was concerned with refining the implementation processes and documenting the progress of the program as it moved toward the attainment of specified objectives. Thus, the formative evaluation provided decision-makers with information during the course of the program development and execution for possible mid-course corrections to help assure that the program objectives were met in an effective manner.

The summative (end-of-year) evaluation was concerned with measuring levels of attainment of measurable objectives and the success of operational procedures.

To ensure that the data collected were meaningful to the project director, questions about the instructional program that linked closely to each year's objectives were developed by the evaluators. Added to this list were the questions asked specifically by the project director and her staff. The evaluation plan was reviewed with the project staff and modified according to their internal needs. Once accepted, the plan for that year was implemented.

The remainder of the report is devoted to reporting the findings and conclusions of the evaluation of the third year of the operation of the Family/School Partnership Program.



Figure 3. Title VII Project parents

Goal 1

To improve project student Spanish and English Proficiency.

Objective 1.1.1

By the end of the third project year, 40 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase a minimum of one level on the LAS-Oral Proficiency Test in Spanish (each grade taken separately).

Findings

Pre-to-post test change scores were calculated for project students in all three grade levels. Results are shown below.

Table 1

Sixth Grade Change in Spanish LAS-Oral Proficiency Test Levels, First Year Project Students

Change	6th Grade Students (N=29)	
	Number	Percent
No. Increase or Decrease	12	41.38%
Increased 1 or More Levels	17	58.62%

NOTE: Analysis includes all (100 percent) of the project students.

More than 40 percent (58.62 percent actual) of the first year 6th grade students did increase one or more levels in Spanish.

Table 2

Seventh Grade Change in Spanish LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	7th Grade Students (N=16)	
	Number	Percent
No Increase or Decrease	3	18.75%
Increased 1 or More Levels	13	81.25%

NOTE: Analysis includes all (100 percent) of the project students.

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Much more than 40 percent (81.25 percent actual) of the first year 7th-grade students did have scores that increased one or more levels in Spanish.

Table 3

Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	8th Grade Students (N=17)	
	Number	Percent
No Increase or Decrease	3	17.65%
Increased 1 or More Levels	14	82.35%

NOTE: Analysis includes all (100 percent) of the project students.

Much more than 40 percent (82.35 percent actual) had scores that increased one or more levels in Spanish.

Table 4

Combined Sixth, Seventh, and Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	All Students (N=62)	
	Number	Percent
No Increase or Decrease	18	29.03%
Increased 1 or More Levels	44	70.97%

NOTE: Analysis includes all (100 percent) of the project students.

For all three grade levels combined, 70.97 percent of first year project students gained one or more levels in Spanish LAS-Oral scores. This was far above the 40 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.1.2

By the end of the third project year, 40 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase a minimum of one level on the LAS-Oral Proficiency Test in Spanish (each grade taken separately).

Findings

Pre-to-post test change scores were calculated for project students in all three grade levels. Results are shown below.

Table 5

Sixth Grade Change in Spanish LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	6th Grade Students (N=146)	
	Number	Percent
Decreased 1 or More Levels	1	0.68%
No Increase or Decrease	32	21.92%
Increased 1 Level	112	76.71%
Increased 2 or More Levels	1	0.68%

NOTE: Analysis includes all (100 percent) of the project students.

More than 77 percent (77.39 percent actual) of the sixth graders' scores increased one level or more. This is nearly double the 40 percent called for in this objective.

Table 6

Seventh Grade Change in Spanish LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	7th Grade Students (N=95)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	23	24.21%
Increased 1 Level	71	74.74%
Increased 2 or More Levels	1	1.05%

NOTE: Analysis includes all (100 percent) of the project students.

More than 75 percent (75.79 percent actual) of the seventh grade scores increased one level or more. Again, this is nearly double the 40 percent required for the attainment of this objective.

Table 7

Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, Second Year Project Students.

8th Grade Students (N=44)		
Change	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	5	11.36%
Increased 1 Level	34	77.27%
Increased 2 or More Levels	5	11.36%

NOTE: Analysis includes all (100 percent) of the project students.

More than 88 percent (88.63 percent actual) of the eighth grade scores increased one or more levels. This is more than double the 40 percent required for the attainment of this objective.

Table 8

Combined Sixth, Seventh, and Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, Second Year Project Students.

All Students (N=285)		
Change	Number	Percent
Decreased 1 or More Levels	1	0.35%
No Increase or Decrease	60	21.05%
Increased 1 Level	217	76.14%
Increased 2 or More Levels	7	2.46%

NOTE: Analysis includes all (100 percent) of the project students.

Overall, when all three grade levels were combined, more than 78 percent (78.6 percent actual) of the project students had gains of one or more levels.

Conclusion

This objective was attained.

Objective 1.1.3

By the end of the third project year, 40 percent of the advanced (third year) 7th and 8th grade students who participated in the project during the 1996-1997 school year will increase a minimum of one level on the LAS-Oral Proficiency Test in Spanish (each grade taken separately).

Findings

Pre-to-post test change scores were calculated for project students in both grade levels. Results are shown below.

Table 9

Seventh Grade Change in Spanish LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	7th Grade Students (N=64)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	4	6.25%
Increased 1 or 2 Levels	60	93.75%
Increased 3 or More Levels	0	0.00%

NOTE: Analysis includes all (100 percent) of the project students.

Almost 94 percent (93.75 percent actual) of the third year 7th grade students did increase one or more levels. This is more than double the 40 percent called for in this objective.

Table 10

Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	8th Grade Students (N=63)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	18	28.57%
Increased 1 or 2 Levels	45	71.43%
Increased 3 or More Levels	0	0.00%

NOTE: Analysis includes all (100 percent) of the project students.

More than 70 percent (71.43 percent actual) of the eighth graders did have increases of more than one level.

Table 11

Combined Seventh and Eighth Grade Change in Spanish LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	All Students (N=127)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	22	17.32%
Increased 1 or 2 Levels	105	82.68%
Increased 3 or More Levels	0	0.00%

NOTE: Analysis includes all (100 percent) of the project students.

More than 80 percent (82.68 percent actual) of the seventh and eighth grade combined gained one or more levels. This is more than double the 40 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.2.1

By the end of the third project year, 40 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase a minimum of one level on the LAS-Oral Proficiency Test in English (each grade taken separately).

Findings

Pre-to-post test change scores were calculated for project students in all three grade levels. Results are shown in the tables below.

Table 12

Sixth Grade Change in English LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	6th Grade Students (N=27)	
	Number	Percent
No Increase or Decrease	2	7.41%
Increased 1 or More Levels	25	92.59%

NOTE: Analysis includes all (100 percent) of the project students.

Very much more than 40 percent (92.59 percent actual) of the sixth graders gained one level or more on the English LAS-Oral test.

Table 13

Seventh Grade Change in English LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	7th Grade Students (N=20)	
	Number	Percent
No Increase or Decrease	6	30.00%
Increased 1 or More Levels	14	70.00%

NOTE: Analysis includes all (100 percent) of the project students.

Seventy percent (70 percent) of seventh graders did gain one or more levels on the LAS-Oral Proficiency test. This objective called for only 40 percent to do so.

Table 14

Eighth Grade Change in English LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	8th Grade Students (N=20)	
	Number	Percent
No Increase or Decrease	3	15.00%
Increased 1 or More Levels	17	85.00%

NOTE: Analysis includes all (100 percent) of the project students.

Eighthty-five percent (85 percent) of the 8th grade actually did gain one or more level. This was more than double the 40 percent required to attain this objective.

Table 15

Combined Sixth, Seventh, and Eighth Grade Change in English LAS-Oral Proficiency Test Levels, First Year Project Students.

Change	All Students (N=67)	
	Number	Percent
No Increase or Decrease	11	16.42%
Increased 1 or More Levels	56	83.58%

NOTE: Analysis includes all (100 percent) of the project students.

For all three grade levels combined, 83.58 percent of first year project students gained one or more levels in English LAS-Oral scores. This is more than double the 40 percent required for the attainment of this objective.

Conclusion

This objective was attained.

Objective 1.2.2.

By the end of the third project year, 40 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1995-1996 and the 1996-1997 school years will increase a minimum of one level (during 1996-1997) on the LAS-Oral Proficiency Test in English (each grade taken separately).

Findings

Pre-to-post test gain level scores were calculated for project students in all three grade levels.

Table 16

Sixth Grade Change in English LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	6th Grade Students (N=142)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	16	11.27%
Increased 1 Level	113	79.58%
Increased 2 or More Levels	13	9.15%

NOTE: Analysis includes all (100 percent) of the project students.

Almost 80 percent (79.58 percent actual) of the 6th grade attained an increase of one level and more than 9 percent (9.15 percent actual) gained two or more levels.

Table 17

Seventh Grade Change in English LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	7th Grade Students (N=84)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	4	4.76%
Increased 1 Level	43	51.19%
Increased 2 or More Levels	37	44.05%

NOTE: Analysis includes all (100 percent) of the project students.

More than 95 percent (95.24 percent = 51.19 percent + 44.05 percent) of the 7th grade gained one or two or more levels on their LAS-Oral English tests.

Table 18

Eighth Grade Change in English LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	8th Grade Students (N=39)	
	Number	Percent
Decreased 1 or More Levels	1	2.56%
No Increase or Decrease	1	2.56%
Increased 1 Level	29	74.36%
Increased 2 or More Levels	8	20.51%

NOTE: Analysis includes all (100 percent) of the project students.

Almost 95 percent (94.87 percent = 74.36 percent + 20.51 percent) of the 8th graders gained one or two or more levels.

Table 19

Combined Sixth, Seventh, and Eighth Grade Change in English LAS-Oral Proficiency Test Levels, Second Year Project Students.

Change	All Students (N=265)	
	Number	Percent
Decreased 1 or More Levels	1	0.38%
No Increase or Decrease	21	7.92%
Increased 1 Level	185	69.81%
Increased 2 or More Levels	58	21.89%

NOTE: Analysis includes all (100 percent) of the project students.

More than 90 percent (91.7 percent actual) of the students in all three grade levels combined had English LAS-Oral pre-to-post score gains of one or more levels.

Conclusion

This objective was attained.

Objective 1.2.3.

By the end of the third project year, 40 percent of the advanced (third year) 7th, and 8th grade students who participated in the project during the 1995–1996 and the 1996–1997 school years will increase a minimum of one level (during 1996–1997) on the LAS-Oral Proficiency Test in English (each grade taken separately).

Findings

Pre-to-post test gain level scores were calculated for project students in both grade levels.

Table 20

Seventh Grade Change in English LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	7th Grade Students (N=57)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	3	5.26%
Increased 1 or 2 Levels	45	78.95%
Increased 3 or More Levels	9	15.79%

NOTE: Analysis includes all (100 percent) of the project students.

More than 94 percent (94.74 percent actual) of the seventh grade had pre-to-post test gains of one or more levels.

Table 21

Eighth Grade Change in English LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	8th Grade Students (N=55)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	3	5.45%
Increased 1 or 2 Levels	43	78.18%
Increased 3 or More Levels	9	16.36%

NOTE: Analysis includes all (100 percent) of the project students.

More than 94 percent (94.54 percent actual) of the eighth graders had pre-to-post test gains of one or more levels.

Table 22

Combined Seventh and Eighth Grade Change in English LAS-Oral Proficiency Test Levels, Third Year Project Students.

Change	All Students (N=112)	
	Number	Percent
Decreased 1 or More Levels	0	0.00%
No Increase or Decrease	6	5.36%
Increased 1 or 2 Levels	88	78.57%
Increased 3 or More Levels	18	16.07%

NOTE: Analysis includes all (100 percent) of the project students.

Ninety-four percent (94 percent) of both grades combined gained one or more levels.

Conclusion

This objective was attained.

Objective 1.3.1

By the end of the third year of the project, 80 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996–1997 school year will increase their mean reading scores a minimum of 15 percent as measured by the LAS-R/W Español (each subject area and grade taken separately).

Findings

Pre-to-post test mean reading change scores were calculated for all three grade levels of students.

Table 23

Increase in Mean Raw Scores on the LAS-Reading Español Test, First Year Project Students.

Group	LAS-Reading Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=28)	37.96	44.00	6.04	15.91%
7th Grade Students (n=16)	27.44	41.88	14.44	52.62%
8th Grade Students (n=17)	35.18	41.53	6.35	18.05%
All Students (N=61)	34.43	42.75	8.32	24.16%

NOTE: Analysis includes all (100 percent) of the project students.

The percent increase in pre-to-post test mean scores varied from a low of 15.91 percent (at 6th grade) to a high of 52.62 percent (at 7th grade). All of the gains were greater than the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.3.2.

By the end of the third year of the project, 80 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase their mean writing scores a minimum of 15 percent as measured by the LAS-R/W Español (each subject area and grade taken separately).

Findings

Pre-to-post test mean writing change scores were calculated for all three grade levels of students.

Table 24

Increase in Mean Raw Scores on the LAS-Writing Español Test, First Year Project Students.

Group	LAS-Writing Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=22)	31.64	36.55	4.91	15.52%
7th Grade Students (n=13)	27.38	35.54	8.16	29.80%
8th Grade Students (n=14)	26.86	33.59	6.73	25.06%
All Students (N=49)	29.14	35.57	6.43	22.07%

NOTE: Analysis includes eighty percent (80%) of the project students.

At all three grade levels the percentage increase was greater than 15 percent. Interestingly, at the 7th grade level, the percent increase was twice the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.3.3.

By the end of the third year of the project, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase their mean reading scores a minimum of 15 percent as measured by the LAS-R/W Español (each subject area and grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for all three grade levels of students.

Table 25

Increase in Mean Raw Scores on the LAS-Reading Español Test, Second Year Project Students.

Group	LAS-Reading Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=146)	29.25	40.53	11.28	38.56%
7th Grade Students (n=95)	28.08	41.72	13.64	48.58%
8th Grade Students (n=44)	28.45	40.68	12.23	42.99%
All Students (N=285)	28.74	40.95	12.21	42.48%

NOTE: Analysis includes all (100 percent) of the project students.

The percent increase in pre-to-post test mean scores varied from a low of 38.56 percent (at 6th grade) to a high of 48.58 percent (at 7th grade). For all three grade levels the gain was more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.3.4.

By the end of the third year of the project, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1996–1997 school year will increase their mean writing scores a minimum of 15 percent as measured by the LAS-R/W Español (each grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for all three grade levels of students.

Table 26

Increase in Mean Raw Scores on the LAS-Writing Español Test, Second Year Project Students.

Group	LAS-Writing Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=145)	23.51	31.79	8.28	35.22%
7th Grade Students (n=95)	24.87	34.22	9.35	37.60%
8th Grade Students (n=44)	22.77	31.32	8.55	37.55%
All Students (N=284)	28.85	32.53	3.68	12.76%

NOTE: Analysis includes all (100 percent) of the project students.

The gain at each grade level was more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.3.5.

By the end of the third year of the project, 80 percent of the advanced (third year) 7th and 8th grade students who participated in the project during the 1996-1997 school year will increase their mean reading scores a minimum of 15 percent as measured by the LAS-R/W Español (each subject area and grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for both grade levels of students.

Table 27

Increase in Mean Raw Scores on the LAS-Reading Español Test, Third Year Project Students.

Group	LAS-Reading Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=64)	28.56	40.55	11.99	41.98%
8th Grade Students (n=62)	30.16	41.55	11.39	37.77%
All Students (N=126)	29.35	41.04	11.69	39.83%

NOTE: Analysis includes all (100 percent) of the project students.

The percent increase at both grade levels turned out to be more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.3.6.

By the end of the third year of the project, 80 percent of the advanced (third year) 7th and 8th grade students who participated in the project during the 1996-1997 school year will increase their mean writing scores a minimum of 15 percent as measured by the LAS-R/W Español (each subject area and grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for both grade levels of students.

Table 28

Increase in Mean Raw Scores on the LAS-Writing Español Test, Third Year Project Students.

Group	LAS-Writing Español Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=64)	24.56	30.34	5.78	23.53%
8th Grade Students (n=62)	23.52	33.97	10.45	44.43%
All Students (N=126)	24.05	32.13	8.08	33.60%

NOTE: Analysis includes all (100 percent) of the project students.

At both the 7th and 8th grade levels the percent increase exceeded the 15 percent required by this objective.

Conclusion

This objective was attained.

Objective 1.4.1.

By the end of the third year of the project 80 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996-1997 school year will increase their mean reading scores a minimum of 15 percent as measured by the LAS-R/W in English (each grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for project students in all three grade levels.

Table 29

Increase in Mean Raw Scores on the LAS-Reading English Test, First Year Project Students.

Group	LAS-Reading English Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=27)	21.81	27.89	6.08	27.88%
7th Grade Students (n=20)	18.90	24.00	5.10	26.98%
8th Grade Students (n=20)	22.50	33.85	11.35	50.44%
All Students (N=67)	21.15	28.51	7.36	34.80%

NOTE: Analysis includes all (100 percent) of the project students.

The percentage increase in mean scores varied from a low of 26.98 percent to a high of 50.44 percent. All three grade levels enjoyed a LAS-Reading English increase beyond that called for (15 percent) in this objective.

Conclusion

This objective was attained.

Objective 1.4.2.

By the end of the third year of the project 80 percent of the beginning (first year) 6th, 7th, and 8th grade students who participated in the project during the 1996–1997 school year will increase their mean writing scores a minimum of 15 percent as measured by the LAS-R/W in English (each grade taken separately).

Findings

Pre-to-post test mean change scores were calculated for project students in all three grade levels.

Table 30

Increase in Mean Raw Scores on the LAS-Writing English Test, First Year Project Students.

Group	LAS-Writing English Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=27)	19.07	28.33	9.26	48.56%
7th Grade Students (n=20)	17.25	25.60	8.35	48.41%
8th Grade Students (n=20)	20.85	28.95	8.10	38.85%
All Students (N=67)	19.06	27.70	8.64	45.33%

NOTE: Analysis includes all (100 percent) of the project students.

At each of the three grade levels the percent increase in LAS-Writing English was more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.4.3.

By the end of the third project year, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1995-1996 and 1996-1997 school years will increase their mean reading scores a minimum of 15 percent (during the second year) as measured by the LAS-R/W Test in English (each grade taken separately).

Findings

English reading test score data were analyzed for all three grade levels. Results are displayed below.

Table 31

Increase in Mean Raw Scores on the LAS-Reading English Test, Second Year Project Students.

Group	LAS-Reading English Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=139)	22.65	33.64	10.99	48.52%
7th Grade Students (n=84)	25.19	34.60	9.41	37.36%
8th Grade Students (n=39)	25.08	34.74	9.66	38.52%
All Students (N=262)	23.83	34.11	10.28	43.14%

NOTE: Analysis includes all (100 percent) of the project students.

The percentage increase in mean LAS-Reading scores varied from a low of 37.36 percent (at 7th grade) to a high of 48.52 percent (at 6th grade). For all three grade levels the percentage gain was more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.4.4.

By the end of the third project year, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade students who participated in the project during the 1995-1996 and 1996-1997 school years will increase their mean writing scores a minimum of 15 percent (during the second year) as measured by the LAS-R/W Test in English (each grade taken separately).\

Findings

English writing test score data was analyzed for all three grade levels. Results are displayed below.

Table 32

Increase in Mean Raw Scores on the LAS-Writing English Test, Second Year Project Students.

LAS-Writing English Group	Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=138)	19.49	27.71	8.22	42.18%
7th Grade Students (n=84)	21.80	30.35	8.55	39.22%
8th Grade Students (n=39)	19.72	28.64	8.92	45.23%
All Students (N=261)	20.26	28.70	8.44	41.66%

NOTE: Analysis includes all (100 percent) of the project students.

In every case, the percentage increase was more than double the 15 percent called for in this objective.

Conclusion

This objective was attained.

Objective 1.4.5.

By the end of the third project year, 80 percent of the advanced (third year) 7th and 8th grade students who participated in the project during the 1995-1996 and 1996-1997 school years will increase their mean reading scores a minimum of 15 percent (during the second year) as measured by the LAS-R/W Test in English (each grade taken separately).

Findings

English reading test score data were analyzed for both grade levels. Results are displayed below.

Table 33

Increase in Mean Raw Scores on the LAS-Reading English Test, Third Year Project Students.

Group	LAS-Reading English Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=59)	31.58	37.98	6.40	20.27%
8th Grade Students (n=55)	25.55	35.55	10.00	39.14%
All Students (N=114)	28.67	36.81	8.14	28.39%

NOTE: Analysis includes all (100 percent) of the project students.

For both grade levels the percent increase was greater than 15 percent.

Conclusion

This objective was attained.

Objective 1.4.6.

By the end of the third project year, 80 percent of the advanced (third year) 7th and 8th grade students who participated in the project during the 1995–1996 and 1996–1997 school years will increase their mean writing scores a minimum of 15 percent (during the second year) as measured by the LAS-R/W Test in English (each grade taken separately).

Findings

English writing test score data was analyzed for both grade levels. Results are displayed below.

Table 34

Increase in Mean Raw Scores on the LAS-Writing English Test, Third Year Project Students.

Group	LAS-Writing English Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=68)	24.79	32.69	7.90	31.87%
8th Grade Students (n=54)	21.39	31.04	9.65	45.11%
All Students (N=112)	23.15	31.89	8.74	37.75%

NOTE: Analysis includes all (100 percent) of the project students.

For both grade levels the percent increase was greater than 15 percent.

Conclusion

This objective was attained.



Goal 2

To develop a strong instructional program of integrated mathematics and science/social studies.

Objective 2.1

By the end of the third year of the project, 80 percent of the beginning (first year) 6th, 7th, and 8th grade project students will demonstrate a minimum mean improvement of five percent in mathematics as shown on the SABE instrument (each grade taken separately).

Findings

Pre-to-post test SABE mathematics mean score gains were calculated for all three grade levels. Results are shown below.

Table 35

Increase in Mean Raw Scores on the SABE Mathematics Test, First Year Project Students.

Group	SABE Math Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=29)	19.90	21.86	1.96	9.85%
7th Grade Students (n=20)	12.70	13.75	1.05	8.27%
8th Grade Students (n=21)	14.29	18.76	4.47	31.28%
All Students (N=70)	16.16	18.61	2.45	15.16%

NOTE: Analysis includes all (100 percent) of the project students.

For every grade level the percent increase was greater than the 5 percent called for in this objective.

Conclusion

This objective was attained.

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Objective 2.2

By the end of the third year of the project, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade project students will demonstrate a minimum mean improvement of five percent in mathematics as shown on the SABE instrument (each grade taken separately).

Findings

Results of data analysis are presented below.

Table 36

Increase in Mean Raw Scores on the SABE Mathematics Test, Second Year Project Students.

Group	SABE Math Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=127)	15.40	19.12	3.72	24.16%
7th Grade Students (n=82)	13.15	16.32	3.17	24.11%
8th Grade Students (n=35)	13.49	18.60	5.11	37.88%
All Students (N=244)	14.37	18.10	3.73	25.96%

NOTE: Analysis includes all (100 percent) of the project students.

For every grade level, the percent increase was considerably greater than the 5 percent called for by this objective.

Conclusion

This objective was attained.

Objective 2.3

By the end of the third year of the project, 80 percent of the advanced (third year) 7th and 8th grade project students will demonstrate a minimum mean improvement of five percent in mathematics as shown on the SABE instrument (each grade taken separately).

Findings

Results of data analysis are presented below.

Table 37

Increase in Mean Raw Scores on the SABE Mathematics Test, Third Year Project Students.

Group	SABE Math Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=63)	14.30	15.13	0.83	5.80%
8th Grade Students (n=52)	13.44	20.54	7.10	52.83%
All Students (N=115)	13.91	17.57	3.66	26.31%

NOTE: Analysis includes all (100 percent) of the project students.

There was a great disparity in the percent increase between the two grade levels; 5.8 percent for the 7th and 52.83 percent for the 8th. Both gains were greater than the 5 percent called for in this objective.

Conclusion

This objective was attained.

Objective 2.4

By the end of the third year of the project, 80 percent of the beginning (first year) 7th and 8th grade project students will demonstrate a minimum mean improvement of five percent in science as measured by faculty developed instruments.

Findings

Results of the data analysis are shown below.

Table 38

Increase in Mean Raw Scores on the Faculty Developed Science Test, First Year Project Students.

Group	Science Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=20)	10.25	12.90	2.65	25.85%
8th Grade Students (n=20)	12.20	20.45	8.25	67.62%
All Students (N=40)	11.23	16.67	5.44	48.44%

NOTE: Analysis includes all (100 percent) of the project students.

The percent increase in mean science scores for both 7th and 8th grade students were much greater than the 5 percent called for in this objective.

Conclusion

This objective was attained.

Objective 2.5

By the end of the third year of the project 80 percent of the intermediate (second year) 7th and 8th grade project students will demonstrate a minimum mean improvement of five percent in science as measured by faculty developed instruments.

Findings

Results of the data analysis are given below.

Table 39

Increase in Mean Raw Scores on the Faculty Developed Science Test, Second Year Project Students.

Group	Science Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=82)	9.73	13.88	4.15	42.65%
8th Grade Students (n=36)	11.28	18.72	7.44	65.96%
All Students (N=118)	10.20	15.36	5.16	50.59%

NOTE: Analysis includes all (100 percent) of the project students.

Mean score percentage gain for each grade level was eight to thirteen times the 5 percent called for in this objective.

Conclusion

This objective was attained.

Objective 2.6

By the end of the third year of the project, 80 percent of the advanced (third year) 7th and 8th grade project students will demonstrate a minimum mean improvement of five percent in science as measured by faculty developed instruments.

Findings

Results of the data analysis are given below.

Table 40

Increase in Mean Raw Scores on the Faculty Developed Science Test, Third Year Project Students.

Group	Science Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=59)	11.00	14.15	3.15	28.64%
8th Grade Students (n=54)	9.74	19.94	10.20	104.72%
All Students (N=113)	10.40	16.92	6.52	62.69%

NOTE: Analysis includes all (100 percent) of the project students.

Mean score percentage gain for project students in each grade level was five or twenty times as great as the 5 percent needed to satisfy this objective.

Conclusion

This objective was attained.

Objective 2.7

By the end of the third year of the project, 80 percent of the beginning (first year) 6th, 7th, and 8th grade project students will demonstrate a minimum mean improvement of five percent in social studies.

Findings

The data was analyzed for all three grades separately and combined. Results are shown below.

Table 41

Increase in Mean Raw Scores on the Faculty Developed Social Studies Test, First Year Project Students.

Group	Social Studies Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=26)	13.69	29.00	15.31	111.83%
7th Grade Students (n=18)	14.11	30.11	16.00	113.39%
8th Grade Students (n=7)	4.71	24.00	19.29	409.55%
All Students (N=51)	12.61	28.71	16.10	127.68%

NOTE: Analysis includes all (100 percent) of the project students.

Mean score percent gain varied from over 100 percent to over 400 percent! Mean scores doubled or quadrupled.

Conclusion

This objective was attained.

Objective 2.8

By the end of the third year of the project, 80 percent of the intermediate (second year) 6th, 7th, and 8th grade project students will demonstrate a minimum mean improvement of five percent in social studies.

Findings

The data were analyzed for all three grades separately and combined. Results are shown below.

Table 42

Increase in Mean Raw Scores on the Faculty Developed Social Studies Test, Second Year Project Students.

Group	Social Studies Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
6th Grade Students (n=124)	10.44	26.60	16.16	154.79%
7th Grade Students (n=84)	17.50	30.85	13.35	76.29%
8th Grade Students (n=36)	13.14	23.25	10.11	76.94%
All Students (N=244)	13.27	27.57	14.30	107.76%

NOTE: Analysis includes all (100 percent) of the project students.

Mean score percent gain was at least 15 times as great as the 5 percent called for in this objective.

Conclusion

This objective was attained.

Objective 2.9

By the end of the third year of the project, 80 percent of the advanced (third year) 7th and 8th grade project students will demonstrate a minimum mean improvement of five percent in social studies.

Findings

The data were analyzed for both grades separately and combined. Results are shown below.

Table 43

Increase in Mean Raw Scores on the Faculty Developed Social Studies Test, Third Year Project Students.

Group	Social Studies Mean Scores		Increase in Mean Score	Percent Increase
	1996	1997		
7th Grade Students (n=64)	10.19	36.97	26.78	262.81%
8th Grade Students (n=59)	11.56	26.76	15.20	131.49%
All Students (N=123)	10.85	32.07	21.22	195.58%

NOTE: Analysis includes all (100 percent) of the project students.

The mean score percent gain for third year project students was very high.

Conclusion

This objective was attained.



Figure 4. Title VII students at work



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Goal 3

The project will improve project students' self-concept.

Objective 3.1

By the end of the third project year, 6th, 7th, and 8th grade project students will participate in school events reflecting their culture and designed to increase student self-esteem.

Findings

Of the numerous classroom and assembly experiences the students had, one is so all-inclusive and impressive as to require description here.

For two hours on June 20, 1997, Nimitz Middle School held its Annual "Title VII Awards Assembly" in the school's gymnasium. The Bilingual Program Director at the school, Mrs. Perez, opened the recognition ceremony with a welcome. She recognized the honorees, guests, and invited classes and turned the podium back to several Title VII students who, together, acted as "Masters of Ceremony." They introduced the two keynote speakers, Mr. Jesus Garcia, "El Peladillo," and Mr. Juan Carlos Hidalgo.

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The two men were introduced to the schoolwide assembly as:

...respected members of the community who are great advocates of education. Both guests are radio hosts on (the) KLAX radio station. They always take advantage of air time to give "Stay in School" messages to students. We hope that their message encourages our students to continue their efforts toward their goals. (ESEA Title VII Awards Program.)

The entire, two-hour assembly was conducted in Spanish, in part to provide support for the self-esteem of the project students themselves, but also for the benefit of the parents, grandparents, aunts, and uncles, many of whom were in the audience. (The school's gymnasium was full of people.)

In addition to recognizing project students for their accomplishments, the ceremony included music and song, so that a festival-like atmosphere was created. As in the past, the two Title VII program evaluators were asked to attend as "invited guests" and take part in the activities by sitting on the dais, standing and shaking hands with each student as he/she came up to be recognized and congratulated. (Please see the appendix.)

Conclusion

This objective was attained.



Figure 5. Title VII students performing



Goal 4

To promote teacher effectiveness in the LEP classroom with a student centered curriculum and instructional strategies through intensive training.

Objective 4.1

All (100 percent) of the project teachers will attend a minimum of seven Title VII Teacher Training Sessions for the school year.

Findings

Nimitz Middle School provided for Instructional Development Day (IDD) twice per month over the 12 month period. During each IDD, project teachers were provided with inservices designed to increase their effectiveness in the LEP classroom with a student centered curriculum and instructional strategies. In addition, five full-day, schoolwide inservice training sessions were held.

Table 44

Full Day Schoolwide Inservice Training

Date	Topic(s)
January 2, 1997	Standards Training
March 3, 1997	Critical Thinking Literacy (Thematic Interdisciplinary Units) Academic Showcase
April 27, 1997	Standards Training
April 28, 1997	Critical Thinking and Academic Showcase
October 28, 1996	Articulate to Educate: Developing Literacy for the 21st Century

Furthermore, Title VII teachers attended many inservices in language arts.

Table 45

A Sample of Language Arts Inservices

Date	Topic(s)
July 9, 1996	Portfolios: A. Authentic Assessment B. Condensing Portfolios
August 6, 1996	Writing Domains: A. Information shared from conference at Long Beach State B. Eight kinds of writing—a resource from the ESL office C. Developing lesson on first writing domains of the year
August 20, 1996	Curriculum Development: Writing Domains and Rubrics
September 3, 1996	Portfolios/Materials, Writing Domains/Materials
September 10, 1996	National Standards for Education. Discussion of School Site Grant
October 1, 1996	Internet Training
October 15, 1996	C-Track: A final look into the writing domains for the semester. A-Track: Work in progress on the writing domains.
October 22, 1996	Using literature as a Vehicle for Addressing Mechanics.
January 14, 1997	Integrating Lesson Planning Standard-Based Instruction Model Lesson Plan
January 28, 1997	Creating Standard-Based Instruction Units. A model lesson and sharing of ideas.
January 28, 1997	Rubrics Running records and reading probes Reciprocal teaching
February 4, 1997	Discussion on Writing Assessment, scoring session, planning writing assessment for 97-98 school year
February 4, 1997	Creating Standard-Bases Instructional Units, A Model Lesson
February 18, 1997	Reading, Writing, Assessment
February 18, 1997	Linkway—a powerful teaching tool that allows teachers to focus on writing, while creating a fun and motivating environment for students.
February 25, 1997	Literature Selections for Reading/Writing
April 1, 1997	Assessment for Reading and Writing A. Class Format, and B. Integrate Reading and Writing, and C. Objective Reading Comprehension, and D. Possible Objective Grammar/Skills

Conclusion

This objective was attained.

Objective 4.2

By the end of the third project year, 80 percent of all trained participants will successfully implement the teaching strategies for students.

Findings

The evaluators conducted a series of classroom observations to determine whether a minimum of 80 percent of the trained participants had implemented the teaching strategies acquired during their training sessions. It was found that all of the teachers were successfully incorporating the desired teaching strategies.

The widespread usage of various teaching strategies was reported in detail in this project's Year I Evaluation Report.

Please see the appendix for a sample of student work.

Conclusion

This objective was attained.



Figure 6. Title VII parents



Goal 5

To develop a strong instructional program of integrated mathematics and science/social studies.

Objective 5.1

By the end of the second project year, 100 percent of the project mathematics and science/social studies teachers will have attended training sessions concerning state frameworks.

Findings

The five full-day schoolwide inservice training sessions listed under Objective 4.1 were available to project mathematics and science/social studies teachers, and they were encouraged to attend.

Of course, inservice of these teachers took place in science, social studies, and mathematics as well.

Table 46

Inservices in Science

Date	Topic(s)
November 19, 1996	Lesson Planning
January 28, 1997	Integrated Science
February 18, 1997	Science Problem of the Week
March 18, 1997	Standards Training
April 1, 1997	Science Fair Projects
April 22, 1997	Content Standards
May 6, 1997	Assessment

Table 47

Inservices in Mathematics

Date	Topic(s)
January 28, 1997	Developing Problem of the Week
February 4, 1997	Standards Training
February 18, 1997	Academic Showcase/Student-Led Conference
April 15, 1997	Problem of the Week
May 20, 1997	Assessment

In history/social studies, bimonthly meetings were held on the use of technology, especially computers, in the curriculum. Project teachers also attended history/social studies inservices provided by subject area consultants from the Los Angeles County Office of Education.

Finally, teachers in all departments took standards training, and worked during bimonthly meetings on aligning instruction to the district and state standards.

Conclusion

This objective was attained.

Objective 5.2

By the end of the third project year, 100 percent of beginning and intermediate level mathematics and science/social studies LEP teachers will integrate a minimum of two subject areas in a bilingual and primary language classroom setting.

Findings

A review of a sample of Title VII project student classroom portfolios showed that social studies and science were integrated with language arts/writing. Examples were:

Social Studies and Language Arts

- Ancient Egypt
- Women in History

Science and Language Arts

- Paper towel strength testing
- Similar figures comparison
- Description of building a dance hall

Students wrote a great deal in mathematics too.

Conclusion

This objective was met.



Figure 7. Title VII students and teacher



Goal 6

To build family accountability for an involvement in the LEP educational process.

Objective 6.1

The Title VII Advisory Council will meet at least three times during Year III of the project.

Findings

Records indicated that the Title VII Advisory Council met at least four times during Year III. Those meetings took place on:

October 8, 1996
November 12, 1996
December 10, 1996
February 11, 1997

Parents of project students were the primary attendees. Agendas, published in both Spanish and English showed topics discussed included parenting, parent volunteering, and ways to provide family support for students.

Conclusion

This objective was attained.

Objective 6.2

Parents of project students will be invited to attend one or more meeting for the purpose of learning about ways in which they can help their children succeed academically.

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Findings

Just such a meeting was held on November 6, 1996. The announcement sent home invited parents to attend the "Parent Orientation Meeting." For their convenience, two different times were listed, from "10:00 a.m.—noon" or "5:00—6:30 p.m." Parents were asked to "come and discuss the answers to the following important questions:

"How can you help your child have a successful academic year?"
"¿Cómo puede usted ayudar para que su hijo/a tenga un año (sic.) con éxito?"

"What role do you have in your child's education?"
"¿Qué papel desempeña usted en la educación de su hijo/a?"

"What educational program is your child enrolled in?"
"¿En qué program educacional está inscrito su hijo/a?"

"What is your child going to learn this year?"
"¿Qué va a aprender su hijo/a este año?"

"What strategies/techniques is your child going to experience this year?"
"¿En qué estrategias/técnicas va a participar su hijo/a este año?"

At the bottom of the announcement there was a "tear-off" form that asked for: The name of the student, the name of the teacher, a parent's signature, and the parent's phone number. The parent was to sign just below the statement, "I understand that attendance is MANDATORY at this meeting if I want to help my child succeed academically this year." "Yo entiendo que la asistencia es OBLIGATORIA para esta junta si quiero que mi hijo/a tenga éxito académico este año."

Conclusion

This objective was attained.

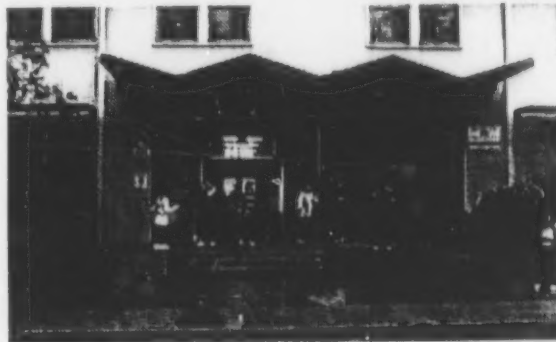


~Appendices~

Appendix A
Title VII Project Awards Program

Los Angeles Unified School District

Chester W. Nimitz Middle School
"A California Distinguished School"



ESEA TITLE VII:
A Family/School Partnership
Awards
Program

June 19, 1997

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Appendix A
Title VII Project Awards Program
(continued)

ESEA Title VII
Chester W. Nimitz Middle School
"A California Distinguished School"
1996

OUR VISION

*We, at Chester W. Nimitz Middle School,
are committed to high academic expectations,
promotion of self-respect and accountability
of everyone in the school community
for excellence in education
by all, for all.*

Author: Nimitz School Team

NUESTRA VISION

*Nosotros, en Chester W. Nimitz Middle School,
estamos comprometidos a altas
expectativas académicas, a promoción del
auto-respeto y responsabilidad
hacia toda la comunidad por la excelencia en la educación
por todos, para todos.*

Autor: Nimitz School Team

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Appendix A
Title VII Project Awards Program
(continued)

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ESER TITLE VII MISSION:

A Family/School Partnership
Asociación de Escuela/Familia

Preparing students to be educated workers of the
TWENTY-FIRST CENTURY...

Preparando estudiantes para que sean
trabajadores educados del
SIGLO VEINTIUNO...

Flexible/Flexible

Creative/Creativos

Communicative/Comunicativos

Computer Literate/Capacitados En Computación

Good Interpersonal Relationships
Buenas Relaciones Interpersonales

Bilingual Or Trilingual/Bilingue O Trilingue

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Los Angeles Unified School District

SIDNEY A. THOMPSON
Superintendent Of Schools

GUADALUPE SIMPSON
Principal

Dear Parents,

Welcome to our Title VII Awards program. The purpose of this event is to recognize students who have demonstrated outstanding performance in academics, work habits and citizenship.

This is the last year of the Title VII program. However we hope that you will continue to be a partner with the school and remain involved to ensure that our students are successful in school and the society.

Sincerely,

Guadalupe Simpson
Guadalupe Simpson, Principal

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Estimados Padres,

Bienvenidos a nuestro programa de Reconocimientos del Título VII. El propósito del evento del día de hoy es para reconocer estudiantes que han demostrado un desempeño sobresaliente en todas las áreas académicas.

Este será el último año del programa del Título VII. Sin embargo, esperamos que usted continúe siendo un compañero de la escuela y que permanezca involucrado para asegurar que nuestros estudiantes sean exitosos en escuela y en la sociedad.

Atentamente,

Guadalupe Simpson
Guadalupe Simpson, Directora

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June 19, 1997

Appendix A
Title VII Project Awards Program
(continued)

**ESER Title VII Awards
Program**

Ms. Guadalupe Simpson Principal
 Ms. Colleen Kawi Assistant Principal
 Mr. Alvin Glass Assistant Principal
 Ms. Cathy McCaughley Assistant Principal SSS
 Ms. June Matsushita Assistant principal SSS

Ms. Agodi Alagbe ESL Resource Teacher
 Ms. Lucila Lucvano Perez Bilingual Coordinator
 Ms. Cindy Rovello ESL Dep. Chairperson

Teachers

Ms. Aertgeerts	Ms. Hardman	Mr. Rodriguez
Ms. Ayala	Mr. Kaminsky	Mr. Romero
Mr. Camarena	Mr. Klein	Mr. Roque
Ms. Castellanos	Mr. Lay	Ms. Rovello
Ms. Cornell	Mr. Lopez	Ms. Schneider
Ms. Esquivel	Mr. Mercado	Mr. Stevenson
Ms. Gargas	Mr. Navarro	Ms. Tabazon
Ms. Gold-ten	Mr. Ocampo	Ms. Tapia
Mr. Gomez	Mr. Ramirez	Mr. Taylor
Ms. Gonzalez	Ms. Rivas	Mr. Velasco

Teacher Assistants

Mr. Salvador Torres
 Mr. Martin Reyes
 Ms. Eva Coronado

**ESER Title VII Awards
Assembly
June 19, 1997**

Introduction of the Masters of Ceremony	Masters of Ceremony
Introduction and seating of Podium Guests	Masters of Ceremony
Seating of Honorees	Masters of Ceremony
Presentation of the Colors	Californian Cadet Corps Under the Direction of Ms. Wanda Morris
Flag Salute	Student
Vision Statement	Student
Welcome	Ms. Guadalupe Simpson Principal
Skit	Ms. Tapia's ESL Class
Keynote Address	Mr. Pete Memphis
Theme from Romeo and Juliet	Nimitz Concert Bells
Take These Wings and Fly "Los Sueños"	Nimitz Concert Choir Eder Canepa
Coram Deo	Nimitz Concert Choir
Solo	
Solo	
Glory Land and Home	Nimitz Concert Bells
Closing Remarks	Ms. Guadalupe Simpson Principal

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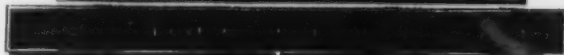
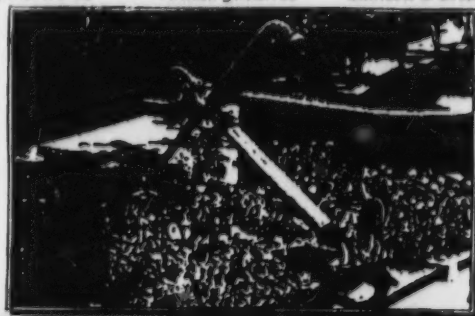
Appendix A
Title VII Project Awards Program
(continued)

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ESEA Title VII Awards
program



Alejandra Diaz Araceli Gutierrez Clarissa J. Ortega

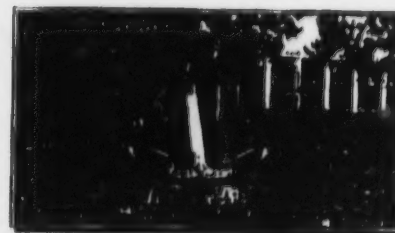


Lizette Aldaco
Luis Cortes
Alicia Cruz
Jennifer Puga
Maria D. Najar
Johnny J. Pineda
Eble N. Argueta
Martin Gonzalez
Mario R. Orea
Minerva Ramirez
Adriana Rivera

Maria C. Pinales
Douglas Cabrera
Marilu Alvarado
Luis M. Esparza
Angelica C. Espinoza
Elizabeth De la Rosa
Cynthia Arellano
Jacqueline Castillo
Jose S. Davila
Joana G. De la Torre
Luis E. Diaz

Cesar R. Lopez
Joanna Medrano
Elizabeth C. Mendez
Emmanuel Morales
Susana Y. Peña
Cindy Quintana
Xochitl A. Ruiz
Jorge L. Silva
Eduardo Valle
Sergio G. Varela
Mayara N. Calderon

ESEA Title VII Awards
Program



Lusila Duran
Beatriz Gutierrez
Jorge Flores
Santiago Cardoso
Adriana Saucedo

Veronica Gonzalez
Alma Cosio
Gloria Avila
Carlos Rodriguez
Patricia Almaraz

Claudia Lopez
Emanuel Ramos
Chin Son

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ESEA Title VII Awards
Program

"Nimitz Eagles Society"

Me siento muy orgullosa y honrada de haber sido seleccionada para estar aquí. Le quiero dar gracias a mis maestros, Ms. Aljola, Mr. Taylor, Mr. Holtzclaw, Ms. Girgis y Ms. Sharihi. Ellos guiaron día con día. Me dijeron que era lo que tenía que hacer para aprender en sus clases. Luego me enseñaron como hacerlo y me ayudaron a hacerlo. Me daba gusto al ver como se ponían contentos cuando hacía algo bien.

Gracias a la escuela Nimitz por su librería y por su programa de tutoría después de escuela. Gracias a mis padres por su interés en ayudarme por asistir a todas las juntas de la escuela y por reunirse varias veces con mis maestros y poder oír de ellos mi progreso.

Cuando empecé a asistir a esta escuela me sentía muy nerviosa y creía que iba a ser muy difícil. Pero ya no estoy nerviosa, ya sé que viniendo a la escuela diario poniendo interés y mi mejor esfuerzo todo va a salir bien.



Lusila Duran

ESEA Title VII Awards
Program

"Nimitz Eagles Society"

Yo siento la motivación de ser alguien en la vida, quiero ser alguien de buena educación con un buen trabajo, no quiero ser alguien sin nada de importancia por eso debo estudiar y me he propuesto estudiar duro y nunca sacar malos grados en la vida.

Quisiera ser alguien como un policía para ayudar a la comunidad a resolver problemas de las calles y las gangas. Quisiera que la comunidad confiara en mí y cuando tengan un problema llamarme para resolverlo y ser un buen policía.



Santiago Cardoso

ESEA Title VII Awards
Program



Mi unica motivacion es de que quiero llegar a ser un arquitecto y se que para llegar a ser un arquitecto, tengo que terminar mis trabajos y tareas con puntualidad. Yo quiero salir adelante y el estudio es la llave para el exito.



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Emanuel Victor Ramos

ESEA Title VII Awards
Program



Buenos dias, mi nombre es Patricia Almaraz. Yo estoy en el sexto grado, yo me siento muy orgullosa de haber logrado dar un paso mas. He obtenido buenos grados por mi esfuerzo y dedicacion me gusta mucho estudiar porque yo se que muy pronto lograre ser una buena abogada, pero todo esto tambien se lo debo a mis maestros y a mis padres que me han ensenado y me han apoyado en todas mis decisiones.



Patricia Adrian Almaraz

ESEA Title VII Awards
Program

Nimitz Eagles Society

I am one of the kids of Nimitz Middle School and I am not much different from others. I am not special or popular and I am not a sports star. I am just a normal kid, one of all the kids from here. But imagine, if people like me receive an award so can anyone that tries. If I can do it, you can do it too.



Jorge A. Flores

ESEA Title VII Awards
Program

Special Recognition Awards

Marilu Alvarado



Cinthia Arellano

Lizbeth Mendez

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ESEA Title VII Awards
Program

Special Recognition Awards

Santiago Cardoso



Yajaira N. Calderon



ESEA Title VII Awards
Program

Speaker

"A prepared mind is one that has dreams for the future, that has goals to help achieve those dreams, that has a belief in one's abilities to make those dreams a reality, that has a desire to work hard to achieve those dreams, has self confidence, a positive self-concept, as well as having lots of knowledge. Do you have a prepared mind?"



Pete Menjares

70

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ESEA Title VII Awards Program

Los Sueños

Los Sueños son como quesí cantan himildes gormones por aquellos campos verdes de alegría. El deseo es entrar, llegar, vivir la esperanza de esos sueños que quieres que se hagan realidad. Es como la esperanza de un gorrión que cae en aquella cascada para groriarse de los manantiales donde brota agua hasta poder rebalsar. Así son los sueños. Hay muchos sueños hermosos que ni siquiera uno los puede contar, es infinita la alegría de aquel sueño maravilloso donde piensa uno sin contar. Así es como soñamos ir lejos, ir a la cumbre de una montaña para poder ver las maravillas del soñar para despues salir adelante con los que tienen sus trabajos y amables tambien con los que cuidan el hogar para poder soñar y esforzarnos para un futuro mejor donde el soñar y demostrar es lo que vale y sigamos soñando en una manera sana para triunfar en el mañana.



Eder Cornejo

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ESEA TITLE VII AWARDS PROGRAM

No Basta Franco de Vita

No basta, traerlos al mundo porque es obligatorio
Porque son la base del matrimonio.
O porque te equivocaste en la cuenta

No basta, con llevarlos a la escuela a que aprendan
Porque la vida cada vez es más dura
Ser lo que tu padre no pudo ser

No basta, que de afecto tu le has dado bien poco
Todo por culpa del maldito trabajo, y del tiempo

No basta, porque cuando quiso hablar de un problema
"Tu le dijiste niño será mañana"
"Es muy tarde, estoy cansado"

No basta, comprarle todo lo que quiso comprarse
El auto nuevo antes de graduarse
Que viviera lo que tu no has vivido

No basta, con creerse un padre excelente
Porque eso te dice la gente.
"¿Y tus hijos nunca les falta nada?"

No basta, porque cuando quiso hablarte de sexo
Se te subieron los colores al rostro, y te fuiste

No basta, porque de haber tenido un problema
Lo habías resuelto comprando en la esquina
Lo que había... lo que había

No basta, con comprarle curiosos objetos

No basta, cuando lo que necesita es afecto,
aprender a dar valor a las cosas, porque tú
"No le serás eterno"

No basta, castigarlo por haber llegado tarde.
Si no has cambiado ya tu chico es un hombre,
Ahora más alto y más fuerte que tú, que tú!

Appendix B
Student Work

BT Nimitz

P. 2
March
04 1997

Vacation List

mall ✓
• park
• baby sit
• party
• montebello
• Beach
• friends
• school
• stay in my house
• market

1. Park ✓

ME and my family went to the park. Everyone play basquet ball and soccer. Everyone went to the park the february 20 1997 because everyone needed distraction.

2. school

I went to the school Chester Nimitz Middle. I did words in English and poems. I went to school the february 8 1997 because I need Improve English.

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Appendix B
Student Work
(continued)

3. Friends

I went with my friend to the house of vanessa. ~~everyone~~ All we do pancake and everyone play basquet ball. I went with my friend march 3 1997. Because I want looked the baby of the vanessa mom.

1) Park

1. Pack your bags - we are leaving me and my family went to the park all we play basquetball and soccer. We went to the park the february 20 1997 because everyone needed distraction.

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Appendix B
Student Work
(continued)

[REDACTED]
[REDACTED]
[REDACTED]
March 11 97

1st Draft

The Park

✓

Pack the food -
We are leaving. Me
and my family went
to the park. Everyone
ate hamburgers and
sodas. This is ~~and~~ delicious.
Also we play bas-
quet ball and volleyball.
We went to
the park ~~time~~ on february
20 of 1997. In the park
there was ~~one~~ ^{three} lake and
on the lake ~~where~~ ^{there} were
beautiful fishes. ~~And~~ We
were ~~happy~~ happy because
all we needed ~~at~~ ^{was} a distraction.
was a little

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Appendix B
Student Work
(continued)

~~_____~~
~~_____~~
March 12 1997
P.2

"The Park"

Back the food - we are
leaving. Me and my family
went to the park. Everyone
ate hamburgers and sodas
this is delicious. All day
we play basketball and
volley ball. We went to the
park on february 20 of
1997. In the park there
was one lake and the
lake were beautiful fishes.
We were happy because
all we needed was a little
distraction.

need more
details

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Appendix B
Student Work
(continued)

[REDACTED]
[REDACTED]
31 de Enero 1997

Estimado Daniel choque:

¿Cómo estás? Yo soy
[REDACTED] Te mando esta
carta para saber que si
estabas bien. ¿Cómo te va en
la escuela? Y yo te voy a
mandar una libreta y una
lapicera. Quiero preguntarte
si tu mamá está bien.
Lo que me gusta jugar es
beisbol porque puedes meter
cuadrangulares.

Sinceramente,
[REDACTED]

Appendix B
Student Work
(continued)

TABLE OF CONTENTS

INTERPRETING GRAPH

#1) BRAKE INSPECTION

#2) LINE PLOT

#3) COEFFICIENT

#4) RATE RATE

#5) TEST SCORE PERIOD 3

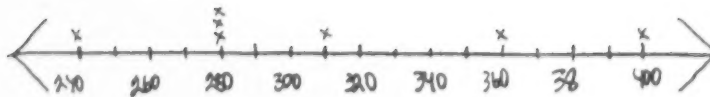
#6) ~~WAX~~ P. 209- STRAWBERRIES

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Appendix B
Student Work
(continued)

100/100

FEBRUARY 21 1994
PER 3



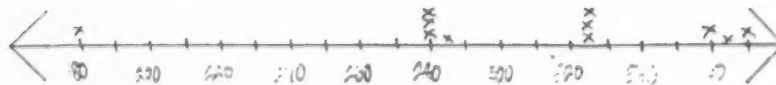
Test Scores in Per 3 for girls

RANGE = $400 - 240 = 160$ pts

MEAN = $2,150 \div 7 = 307.1 \approx 307$

MODE = 280 pts

MEDIAN = 280 pts



Test Scores in Per 3 for boys

RANGE = $370 - 180 = 190$ pts

MEAN = $2,050 \div 10 = 205$ pts

MODE = 305 pts

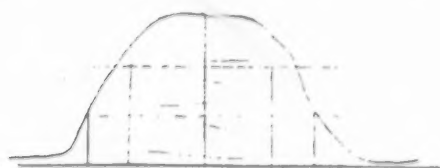
MEDIAN = 280 pts

Appendix B
Student Work
(continued)

STANDARD DEVIATION
FOR GIRLS

TEST SCORE	MEAN	DIFFERENCE (SURTHER)	SQUARED
280	307	-27	729
280	307	-27	729
280	307	-27	729
240	307	-67	4489
310	307	3	9
360	307	53	2809
400	307	93	8649
			$18143 = \sqrt{25918} \approx 50.9 \approx 51$

NORMAL DISTRIBUTION
FOR GIRLS TEST SCORE HERE



205 256 307 358 400

AVERAGE = 256-358

HIGHT = 358-400

LOW = 205-256

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Appendix B
Student Work
(continued)

100/
100

February-28-1997

Per 3

P 209 STRAWBERRIES

THE WEIGHT OF BOXES OF STRAWBERRIES
IS NORMALLY DISTRIBUTED. THE MEAN WEIGHT IS 84
GRAMS (G) THE STANDARD DEVIATION IS 3 GRAMS

MEAN - $4195 \div 50 = 83.9 \approx 84$ GRAMS

STANDARD DEVIATION = 3 GRAMS

GRAMS

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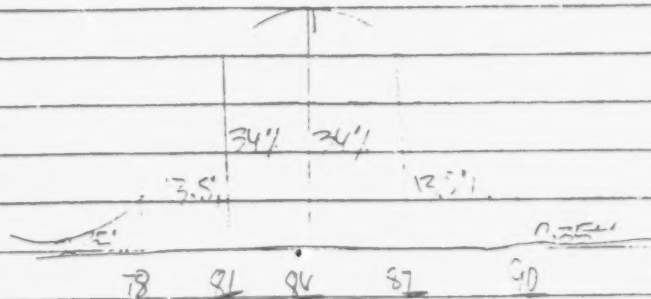
Appendix B
Student Work
(continued)

	SCORE	MEAN	DIFFERENCE	SQUARED
1	76	84	-8	64
2	78	84	-6	36
3	78	84	-6	36
4	78	84	-6	36
5	80	84	-4	16
6	80	84	-4	16
7	80	84	-4	16
8	81	84	-3	9
9	81	84	-3	9
10	81	84	-3	9
11	82	84	-2	4
12	82	84	-2	4
13	82	84	-2	4
14	82	84	-2	4
15	82	84	-2	4
16	82	84	-2	4
17	82	84	-2	4
18	83	84	-1	1
19	83	84	-1	1
20	83	84	-1	1
21	84	84	0	0
22	84	84	0	0
23	84	84	0	0
24	84	84	0	0
25	84	84	0	0
26	84	84	0	0

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Appendix B
Student Work
(continued)

NORMAL DISTRIBUTION



WEIGHT OF BOXES

1) AVERAGE WEIGHT 5M 81 5M 81

2) HIGH WEIGHT 5M 81 5M 84

3) LOW WEIGHT 5M 78 5M 81

4) OUTSIDE LOW 5M 78

5) OUTSIDE HIGH 5M 84

HOW MANY BOXES

6) AVERAGE: $68\% \text{ of } 50 = .68 \times 50 = 34 \text{ BOXES}$

7) HIGH AND LOW ENDS = $13.5\% \times 50 = .135 \times 50 = 6.75 \approx 7 \text{ BOXES}$

8) OUTSIDES = $2.35 \times 50 = .0235 \times 50 = 1.175 \approx 1$

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